

**College of Engineering**  
**Department of Chemical and Materials Engineering**

**Guidelines for Promotion and Tenure**

**SPECIAL TITLE SERIES**

**March, 2010**

**“APPROVED” DRAFT**

In tenure and promotion decisions related to the Special Title Series (STS), the Faculty of the Department of Chemical and Materials Engineering in the College of Engineering base their recommendation on the candidate's performance in teaching, research, and service, as detailed in the University Administrative Regulations (AR 2:4) and further specified in the approved STS position description.

All STS faculty members are expected to contribute to the mission and goals of the Department by a demonstrated and sustained excellence in undergraduate teaching, substantive contributions in research and scholarship, and a commitment to productive service to the Department, University, and the external professional community. The guidelines presented here have been established according to GR VIIA.6 to assist the members of the Department of Chemical and Materials Engineering in evaluating STS candidates for tenure and promotion, and to provide candidates with an understanding of those factors to be considered in the evaluation process. These guidelines are intended to supplement, but not replace, the procedures described in the University of Kentucky Administrative Regulations (i.e., AR 2:1, 2:2, 2:4).

**Promotion to Associate Professor with Tenure**

**Teaching and Advising:** The successful candidate for promotion to Associate Professor with tenure will demonstrate a strong and sustained record of high-quality and effective classroom teaching and advising; a balanced record of teaching throughout the undergraduate curriculum is expected, including participation in undergraduate laboratory courses, as appropriate. For the special title series, the anticipated teaching assignment as documented in the Distribution of Effort (DOE) is 70%. Significant teaching contributions that will be taken into consideration include the development of new courses (including elective courses in relevant areas), the introduction of novel teaching techniques, modules or technologies, the creation of new materials such as textbooks or web-based content, and the direction of undergraduate research projects. Recognition will also be given to faculty who seek professional licensure in order to qualify for teaching design courses.

Teaching performance will be evaluated through the preparation of a detailed teaching portfolio that includes a reflective statement on teaching philosophy, samples of teaching materials and innovative contributions, and complete quantitative and qualitative student course evaluations, by semester. Student letters, solicited at the point of the promotion and tenure review, will also be taken into consideration. It is expected that candidates for promotion and tenure in the STS will demonstrate

excellence in teaching as evident from student course evaluations and related input, the quality and impact of course materials and creative content, and the evaluation of external reviewers.

Formal and informal advising of undergraduate students is an important aspect of teaching. Candidates must demonstrate a willingness to participate in meeting the Department's undergraduate advising needs, and provide effective and accessible advising support. The quantity and quality of the candidate's advising activity will be assessed through documentation provided in the teaching portfolio.

**Research and Scholarship:** The successful candidate for promotion and tenure must demonstrate original intellectual contributions to scholarship at a level commensurate with the STS assignment and the corresponding Distribution of Effort. Scholarly accomplishments will be measured by the quantity and quality of published work; it is expected that contributions will be subject to objective peer review and will appear in well-regarded national or international outlets. Recognition will be given to contributions appearing in the educational literature, as well as work resulting from experimental and/or theoretical research efforts. Research projects involving undergraduate student participation, as well as the possible direction of graduate students, are encouraged. Such efforts will be evaluated based on demonstrated outcomes; i.e., student awards, and the production of refereed publications. While collaborative research with colleagues may be appropriate, it is important that the candidate demonstrate scholarly leadership, typically through lead or corresponding authorship on corresponding publications. In the case of textbooks or other educational materials, quality and impact will be assessed based on the adoption and use of such materials in the discipline, and the evaluation of external reviewers.

Candidates are encouraged to seek extramural funding to support their research activities; such funding can be related to educational scholarship or in support of an experimental/theoretical research program. Additional measures of research quality may include national and international conference and workshop presentations; invited seminars at academic institutions, industrial and governmental laboratories; awards and other formal acknowledgements by peers at regional, national, and international levels. Recognition will also be given for important industrial contributions, and patents or technology transfer based on innovative research.

**Service:** It is important that all faculty members contribute in a substantive manner to the mission of the Department, University, and profession through service activities. Evidence of service may include (but is not limited to) student recruitment, course coordination and curricular development, committee service at the Department, College or University level, contribution to specific activities such as Engineer's Day, and participation in science and engineering-related events in the local community. Professional service activities would typically include contributions to the peer-review process for journals and granting agencies, editorships, conference organization and service through elected offices in professional societies, etc.



### **Promotion to Professor:**

Promotion to Professor requires that a faculty member has realized the professional promise implicit in the award of tenure, both in the strength of his/her teaching, as well as in the quality of scholarship and contributions to the discipline.

Candidates for promotion to the rank of Professor must demonstrate excellence in teaching, research and service. In teaching, the individual is expected to have made sustained and high-quality contributions to the educational mission of the Department, as evidenced by the range of courses taught, the potential development of new courses, laboratories and modules, and by a continuing commitment to student advising. In research, it is expected that the individual will build upon the foundation established during the probationary period, and provide evidence of a substantial body of scholarly output well beyond that established at the point of promotion to Associate Professor as demonstrated by number, quality and impact of publications, textbooks and other materials, external awards and recognitions, and extramural funding, as appropriate. In the area of service, tenured faculty are expected to contribute more fully to the various service-related functions of the Department and the University as compared to probationary faculty. Candidates for promotion to the rank of Professor must demonstrate substantive service contributions that may include administrative roles, committee service, special projects and other activities commensurate with the level of effort documented in the DOE.

*Approved by unanimous vote of the CME Faculty (Lexington & Paducah) on March 26, 2010.*

Approved by Dean Thomas Lester on April 20, 2010